

## Week commencing Monday 6<sup>th</sup> July 2020

Miss Day has now gone on maternity leave and will no longer be checking her emails. Please continue to email Miss Aldhouse, Mrs Pipe or Mrs Keeble if you have any questions or queries

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The work we are setting each week will continue to be uploaded to the website as well as being loaded on Teams. Please try to log on to Teams if you haven't done so already. By using Teams we will be able to see the work that you submit, one assignment for Maths, one for Writing and one for Phonics each week.

The overview plan will continue to have added extra information, resources and activities as we will also be using this plan in school. We understand that you may not cover all these activities at home, or not in as much detail. As a minimum, please aim to access the new phonics sounds that we will be learning each week.

### Writing

We are going to learn a text called 'My weekend', which is a script to teach children about ordering their sentences by time. Children will then aim to write the scripted sentences and then work at adapting the sentences to make their own, personalised version of 'My weekend'

#### My Weekend

First I went to the park with my mum.

Next I fed my pet pug.

After that I had pizza for lunch.

Finally I played in my garden.

1. Use the text above to create a text map for these sentences. Write the title **My Weekend** at the top of your page. For each new sentence, start a new line and finish each row of pictures with a full stop. My text map is below:



2. Our text has some words at the beginning of each sentence which tell us about when you did the thing you go on to describe, these are called time phrases. These time phrases are really important to order your sentences. If we didn't use them then our thoughts would jump around. Practice writing the four words that tell us when in the weekend you did each thing. You might notice that these words ALL start with a capital letter, that's because they are at the beginning of our sentences. When you practice writing them, please make sure you have a capital letter:  
 First  
 Next  
 After  
 Finally  
 that
3. Watch Mrs Pipe's clip 'Week 16 – Writing – My weekend actions'. Follow my actions or make up your own so that you are confident to recite the text from memory. Practice showing someone the actions while you tell them the text.

4. Watch Mrs Pipe's clip 'Week 16 – Writing – Guided writing' and then try to write these sentences as a piece of writing in your book. Don't forget to remember the title and to carefully check the sentences for the five things that all good sentences need.
5. Now it is your chance to tell me about your weekend. Use the same structure as the sentences (with the time phrases First, Next, After that and Finally) to create four sentences that tell me what you like to do on your weekend. Your sentences don't have to be true, you could tell me what you would do on your perfect weekend. When you have done this then you can upload it to the assignment in Teams for me to look at.

## **Reading**

All books available on 'Oxford Owl' in ages 4-5.

This website is free to sign up to and will allow you to read books online.

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Watch 'Phonics recap phase 2' and 'Phonics recap phase 3' to remind you of our learnt sounds. This will help you with your reading.

## **Tricky Troll Words:**

### **High frequency word game**



### **Sight Words Fly Swat**

Spot your sight word, then squish it with the fly swatter. Build up speed while having fun.

#### **You will need:**

Tricky troll word set cut up.

Scissors

Fly squatter (you can use plastic/wooden spoons/magic wands!)

### How to play:

Set up the game by placing the tricky troll words out on a table, well spaced out, and word side up. The adult calls out one word at a time. The child must find the word among the fly cards on the table and then “splat” the word with their fly swatter while repeating the word.

For a child that is just starting with sight words, you will begin with around five fly cards. As the child gets more advanced, you can add another tricky troll set, and words that are deliberately chosen to be similar so that they are harder to distinguish.

You can extend the activity by calling two words at a time or finding words that are very similar e.g. this, that, the, there.

## Phonics

Please watch the following videos on our YouTube channel and complete the activities within.

Week 16 – Lesson 1 – Phase 4 ‘st’ consonant cluster

Week 16 - Lesson 2 – Phase 4 ‘mp’ consonant cluster \*complete the follow up activity\*

Week 16 - Lesson 3 – Phase 5 – ay recap

Week 16 – Lesson 4 - Phase 5 – ou recap

The phase 5 sounds are new sounds which have not yet been taught in school. We will be watching the same videos in school. It is important that you watch these videos in order!

*We will also spend one lesson per week at school recapping all the learnt sounds and writing simple dictated words and sentences. The children will sound these out and record them by themselves.*

## Maths

We are going to be learning the names of 3D shapes and their properties, including how many faces and edges they have. The children will put their

learning into practice by spotting everyday objects around their home which have a three-dimensional shape.

1. Watch Mrs Keeble's Loom video which introduces 3D shapes and their basic properties. The video talks through each of the shape names the children are required to know and describes how many edges, corners and faces each one has. Once you have watched the video, please complete the worksheet titled **Week 16 – Lesson 1 – 3D shape match**.

You can find the video here:

<https://www.loom.com/share/fe6be902b0694c52a546a62e8c595298>

2. Recap the names of the 3D shapes as shown in Mrs Keeble's video and then complete the worksheet titled '**Week 16 – Lesson 2 – 3D shape properties**'. The children can use the 3D shape word mat to aid them with spelling and shape recognition. Please submit this worksheet onto Teams once completed. Remember, if you don't have a printer at home, the children can have a go at drawing or writing the shape names and their properties, as shown on the worksheet, in their home learning books.
3. Using their knowledge of 3D shapes learnt so far, the children will carry out a shape hunt at home, as previously done for 2D shapes. The children will need to explore everyday objects around their home which have a three-dimensional shape, for example, a can of beans has the shape of a cylinder. The children can record their findings on the worksheet titled '**Week 16 – Lesson 3 – 3D shape hunt**'.
4. To end the week, the children can make and decorate their own 3D shapes out of the nets on the sheet titled '**Week 16 – Lesson 4 – 3D shape nets**'. They will need scissors and glue to complete this activity and may need a little bit of help with assembling them. The important bit to remember is not to cut off the tabs needed to stick each side of the shape together!

Alternatively, the children could make their own 3D models out of recycled materials at home, such as a cereal box, Pringles tube or a kitchen roll insert.

Please send a photo of their creations to their class teacher if you can, we'd love to see them!

Play on Numbots: <https://play.numbots.com/#/account/school-login/3098>Your login for Numbots is stuck inside the front cover of your reading record. If you cannot find it, please email your teacher and they will be able to send it to you.

### **Physical Activity**

Koo Koo Kanga Roo are a comedy dance-pop duo called Bryan and Neil. They have created a range of fitness videos that are fun and very silly. Their Dinosaur Stomp rap video has had over 18 million views on YouTube so it's very popular. It's another fun, active way to get burning some energy. Mrs Pipe had a go at the dinosaur stomp and it got her heart racing! Can you do the dinosaur stomp?

<https://www.youtube.com/watch?v=Imhi98dHa5w>

Where possible, get outside for some exercise! This could be going for a walk with family, a bike ride or even running around in the garden.